

School of Nursing

Pediatric Nurse Practitioner (PNP)

Preceptor Manual

Academic Year
2019-2021



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Introduction

Welcome to Precepting!

Thank you for agreeing to precept a graduate student from our Pediatric Nurse Practitioner (PNP) program in the School of Nursing at Oregon Health & Science University (OHSU).

This manual will provide information and guidance for you as well as contact information for members of the PNP program.

Your participation as a preceptor is not only essential to the clinical education of PNP students - providing them with the opportunity to translate classroom learning into clinical practice skills and knowledge - critical, but also greatly appreciated.

In fact, students often say it is their experience at the 'point of care' that is the highlight of their advanced practice education!

The preceptor role is generally that of a clinical teacher and mentor, serving as a valued and experienced resource, and providing a safe and supportive environment in which the student can grow and develop as a clinician.

The faculty role includes clinical placement and oversight, serving as a direct contact for you, and as a supplement teacher, most typically accomplished through focused integration of theory courses outside of clinical.

The student role is to come prepared, be open to continued learning and constructive feedback, and work with you in a professional manner.

THANK YOU for partnering with us to educate the next generation of PNPs!

Benefits of Precepting Students (“What’s in it for me?”)

We know that having a student takes extra time and increases your own responsibilities within your practice. However, we also hope you will discover that there are also many benefits to working with students, both professionally and personally.

Preceptors have found that working with students provides them with the opportunity to:

- Give back (or pay forward) the teaching you received
- Feel re-energized by mentoring, learning new information from students, and clarifying your own thinking as you explain clinical reasoning
- Discover your teaching and mentoring styles
- Build a stronger future for nurse practitioners
- Gain adjunct faculty member status at an academic institution
- Fulfill re-certification or re-licensure requirements
- Build your Curriculum Vitae or resume
- Enhance your practice and professional growth
- Watch students grow and develop as clinicians

NOTE: As a preceptor, you will receive a certificate at the end of each term that reflects your preceptor hours spent with students.

Please contact our Program Administrative Staff, Aimee Garcia, MLA for any questions or clarifications.

Key Resources

The National Organization of Nurse Practitioner Faculties (NONPF) is a wonderful resource for all nurse practitioner faculty that is directly accessible at <http://www.nonpf.org/>.

In particular, they have created a Preceptor Portal available to all preceptors actively engaged in the clinical education of nurse practitioner students. Two of the best resources available through the NONPF Preceptor Portal page include: 1) FAQs for Preceptor Orientation, and 2) Preceptor Vignettes.

We have purchased their video (~30 min) about precepting that you can access here: <https://vimeo.com/nonpf/nonpfpreceptororientation> The password is: **NONPFOrientation15**

The One-Minute Preceptor: 5 Microskills for Clinical Teaching is one of the best quick references for preceptors, providing practical skills with immediate applicability.

Free CE Courses: Preceptor Development Program. This web-based educational program is designed to transition NP Preceptors to Clinical Educators by enhancing their knowledge, skills, and abilities to prepare graduates to be ‘practice-ready’ members of high performance collaborative teams.

Important Phone Numbers

Faculty:

Asma A. Taha, PhD, RN, CPNP-PC/AC
Associate Professor
Director PNP Program

Cell: 951-522-1431
taha@ohsu.edu
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Sandra A. Banta-Wright, PhD, RN, NNP-BC
Assistant Professor
Clinical Coordinator, PNP Program

Cell: 503-703-1895
bantawrs@ohsu.edu
SON 567

Program Administrative Staff:

Aimee L.L. Garcia, MLA
Graduate Program Associate

503-494-1040
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Emergency Contact

Please contact the Program Director, **Asma Taha** or **Sandra Banta-Wright**, in the case of an emergency. If you are unable to reach the faculty, contact our Program Administrative Staff, **Aimee Garcia**.

PNP Program

Program Description

The Pediatric Nurse Practitioner (PNP) Program is designed to prepare advanced practice registered nurses to deliver primary and acute care to children (birth - 21 years of age) across practice settings and institutional boundaries.

The overall objective of the PNP Program is to provide the foundation and scaffolding for students to become competent and caring pediatric nurse practitioners, scholars, and leaders. The program includes both didactic and clinical courses, beginning with foundational coursework and advancing to specialized clinical applications. In addition to providing direct care to children, graduates are prepared as lifelong learners, leaders, and advocates for children and their families.

A PNP may be certified in PC, AC, and both in the DNP Program. The scope of practice for the PNP-PC or PNP-AC is not setting specific, but instead is based on the child's health-related needs:

Primary Care (PC) Specialty

The PNP-PC practices wherever pediatric patients are in need of primary care. The focus for the PNP-PC is an ongoing relationship with the child and family in the delivery of comprehensive health care and coordination of health services. Accordingly, course work concentrates on foundational knowledge of child growth and development, health promotion and disease prevention behaviors and interventions, and common acute/chronic illnesses and/or conditions.

Acute Care (AC) Specialty

The PNP-AC does not practice only in what is traditionally considered to be acute care geographic settings, such as an intensive care unit (ICU) or an acute care in-patient unit or hospital, but may practice wherever pediatric patients are acutely ill, physiologically unstable, technologically dependent, and/or vulnerable to complications. The focus for the PNP-AC is the delivery of restorative care, characterized by rapidly changing clinical conditions.

The PNP program is Portland-based, using both hybrid course delivery and an executive model for class times and pediatric clinical practicums to allow working and/or distance students to participate.

Program of Study

Students begin with foundational coursework in advanced pathophysiology, advanced pharmacology, and advanced health assessment. The curriculum builds on this foundation adding advanced didactic pediatric coursework and exposing students to varied clinical rotations through pediatric primary, acute, specialty, and chronic care content and clinical sites. The entire first layer of curriculum is identical for everyone. As each student progresses, clinical immersion are individually mapped to ensure students graduate, not only with a broad exposure to the role, but also some deep learning opportunities.

Year 1							
Summer 2019		Fall 2019		Winter 2020		Spring 2020	
		NURS 515A: Advanced Physiology/Pathophysiology I	3	NURS 515B: Advanced Physiology/Pathophysiology II	3	NURS 519: Principles of Pharmacology & Prescribing for Advanced Practice Registered Nurses	4
		NURS 720: Roles, Responsibilities and Concepts for APN	3	NURS 517: Advanced Health and Physical Assessment	4	NURS 728: Health Policy and Population Health	3
		NURS 723: Critical Appraisal of Evidence	3	NURS 724: Application of Evidence to Clinical Practice	3	PNP 741: Pediatric Assessment and Diagnostics I	3
		IPE Foundations	1	PNP 740: The Science of Child Development	3		
Total			10		13		10

Year 2							
Summer 2020		Fall 2020		Winter 2021		Spring 2021	
NURS 725: Improvement Science	3	NURS 726: Health Care Economics and Finance	3	NURS 727: Leadership & Health Systems	3	NURS 703A DNP Project Planning	2
NURS 721: Ethics for APN	3	PNP 743: Evaluation and Management: Common Pediatric Conditions	4	NMID 750: Reproductive Health Care Management OR PNP 744: <i>PNP Selective Adolescent Health</i>	3	PNP 746: Evaluation and Management: Chronic/Specialty Care	3
PNP 742: Evaluation and Management: Pediatric Primary Care	4	PNP 790: PNP Clinical Practicum – Primary Care I	3	PNP 745: Pediatric Pharmacology	2	PNP 747: Pediatric Psychopharmacology and Interventions	2
		PNP 760 Pediatric Clinical Simulated Experiences I	1	PNP 791 PNP Clinical Practicum - Primary Care II	2	PNP 792: PNP Clinical Practicum – Chronic/Specialty Care	3
Total		10	11		10		10

Year 3								
Summer 2021		Fall 2021		Winter 2022		Spring 2022		
NURS 703B: DNP Project	1	NURS 703B: DNP Project	1	NURS 703B: DNP Project	1	NURS 703B: DNP Project	2	
NURS 722: Informatics & Technology for Healthcare	3	PNP 794: PNP Clinical Practicum – Acute Care II	3	PNP 795 PNP Clinical Practicum - Immersion I	5	DNP Electives	3	
PNP 793: PNP Clinical Practicum – Acute Care I	3	PNP 748: Evaluation and Management: Pediatric Acute/Complex Care	4	PNP 749: Pediatric Assessment and Diagnostics II	3	PNP 796 PNP Clinical Practicum - Immersion II	5	
NMID 755: Management of the Newborn	2	PNP 761 Pediatric Clinical Simulated Experiences II	1					
Total		9	9		9		10	
							<u>DNP Degree Awarded</u>	111

PNP Student Competencies/Related Student Learning Outcomes

Upon graduation, it is expected that PNP graduates will:

1. Engage in evidence-based, skilled and ethical advanced nursing practice.
2. Influence the health of individuals and/or populations through clinical scholarship and advocacy.
3. Analyze care delivery approaches that influence health policy and/or systems of health care.
4. Generate practice scholarship to inform evidence based care delivery.
5. Model interprofessional communication and collaboration for improving individual and/or population health outcomes.
6. Address gaps in professional knowledge and experience through ongoing self-reflective practice and independent learning activities.
7. Demonstrate safe care of children and their families in primary and acute care settings.
8. Provide individualized, culturally sensitive management using quality improvement strategies where applicable.
9. Use effective communication skills and technologies to provide collaborative care.
10. Integrate professional leadership skills in delivery of care.
11. Synthesize and translate relevant, current and scientific knowledge and evidence based research findings into practice.
12. Employ advocacy strategies to influence health care policy.

Preceptor Eligibility (“Am I Preceptor Material?”)

The specific requirements to precept include:

- Education for advanced professional practice, for example:
 - PNP or FNP
 - CNS in Pediatrics
 - MD Pediatrics or Family Medicine
 - Interprofessional specialist (e.g. Audiology, Dental, Nutrition, etc.)
- Engaged in clinical/specialty practice that primarily serves pediatric patients/families.
- One year experience in pediatric-related practice
- Minimum of 6 months experience at current site.
- Hold current unencumbered license/certification.
- Not a current work supervisor (if student is placed in place of employment).

More globally, the characteristics of expert clinical teachers typically include:

- Enjoyment of teaching and patient/family care
- Accessibility and supportiveness
- Ability to give clear direction
- A willingness to share knowledge
- Flexibility

Role Expectations for Preceptor, Course Faculty, and Student

Preceptor Role

First, the two most important things you need to be aware of know as a preceptor are:

1. Preceptors, or an equally qualified designee, must be physically present at the clinical site when the student is there.
2. Preceptors, or equally qualified designee, must sign all student notes/entries into the patient health record AND must sign all prescriptions, as the students are not yet licensed in advanced clinical practice and do not have prescriptive authority.

In general, the preceptor role is generally that of a clinical teacher and mentor, serving as a valued and experienced resource, and providing a safe and supportive environment in which the student can grow and develop as a clinician. Some say, your job is to develop students not only to be *detectives*, but also be *reflective* and *effective* in their assessment, management, and follow-up of patients/families.

Each preceptor is asked to take a moment at the beginning of the clinical rotation to touch base with the student to assess:

- What are the student's learning goals for this experience?
- How much experience does the student already have in this clinical area?
- What skills has the student had experience with?
- What are the student's (and your) expectations?

More specifically, the preceptor is expected to:

- Orient the student to the site, policies, and procedures *
- Create a collaborative, respectful learning environment
- Provide direct supervision during clinical experiences
- Identify learning experiences with appropriate patients/families
- Provide ongoing feedback to students
- Be a positive and effective role model
- Notify course faculty of concerns about student's behavior, work, and/or progression
- Complete a clinical evaluation of the student

***SEE Appendix A for Sample Orientation Checklist**

Course Faculty Role

The faculty role includes clinical placement and oversight, serving as a direct contact for you, and as a supplement teacher, most typically accomplished through focused integration of theory courses outside of clinical.

More specifically, the course faculty is expected to:

- Meet with preceptor (onsite, via telephone and/or email) prior to clinical experience to provide:
 - Preceptor information form
 - Preceptor Handbook
 - Course description/objectives
 - Clinical evaluation tool
- Have ongoing contact with preceptor and student throughout clinical experience to ensure the maintenance of a learning environment conducive to attainment of the clinical course objectives
- Monitor student clinical logs
- Provide evaluative feedback to the student.
- Assumes responsibility for student's final grade.
- Provide preceptor with documentation of number of hours s/he serves as preceptor.

Student Role

The student role is to come prepared, be open to continued learning and constructive feedback, and work with you in a professional manner.

More specifically, the student is expected to:

- Establish dates/hours for clinical that correspond to the preceptor's availability and clinical site schedule
 - Notify preceptor and faculty in a timely fashion of all changes to the agreed upon schedule
- Participate in orientation specific to each clinical site as required
 - Observe policies and procedures of clinical site
- Report to the clinical site on time and in appropriate attire
 - Wear student ID name badge
 - Follow OHSU/School of Nursing personal appearance guidelines
- Come prepared!
- Demonstrate professional behavior and conduct with preceptor, patients/families, and other team/staff in the clinical setting
- Develop personal learning objectives consistent with course objectives
 - Be self-motivated in furthering own learning
 - Participate in continuous self-evaluation of personal and course objectives
- Discuss progress with preceptor
- Maintain a log of patient/family contacts and experiences using typhon, the school's clinical log and case encounter software

APPENDIX A: Orientation Checklist (Sample)

NOTE: Any required hospital orientation/checklist items are to be completed by the student prior to start of rotation (e.g. electronic health/medical record training). Please communicate any pre-requisite required items to Course Faculty in a timely fashion to allow time for student scheduling.

General Orientation

Introduction to practice agency

- Student workspace(s), reference materials
- Additional dress code information, not conveyed prior to clinical.
- Building access, parking
- Phone system, computers, printers
- Staff introductions/roles
- Other onsite providers/roles
- How to contact preceptor
- Agency population served, community issues

Overview of Rotation

- Dates of rotation
- Clarifying course faculty role/site visits

Introduction to student

- Past experience/Student profile
- Progress within the PNP program, including courses to date
- Skills mastered
- Skills to work on

Clarifying Expectations

School of Nursing – Course Faculty are expected to:

- Specific course description/objectives
- Preceptor student evaluation forms
- Confirm need for preceptor presence on site, co-signature & prescribing regulations.

NOTE: Students are required to have preceptor approval for *any* modifications to the care plan. Additionally, all orders and notes must be co-signed by preceptor.

Students are expected to:

- Share specific knowledge and skills to work on, set/communicate goals for clinical rotation.
- Identify/communicate areas of weakness, needing an additional level of supervision.

Preceptors are expected to:

- Confirm hours & days for student rotation
- Identify days of preceptor absences and plan alternative days/experiences
- Communicate site-specific values and expected behaviors
- Review any issues that may be related to agency and/or populations served
- Share site-specific documentation-and forms.
- Set expectations for student responsibilities. for example oral presentation skills/process.
- Establish process for feedback, expectations for student self-reflection
- Review any site-specific emergency procedures/safety policy.

NOTE: Any student incident must also be reported to Course Faculty at soon as possible.

APPENDIX B: Student Incidents during Clinical/Practicum Experiences

As a preceptor for the PNP program, it is not your responsibility to complete the OHSU reporting procedures required if a student or patient is injured or if there is a blood borne pathogen exposure. It is the responsibility of the Course Faculty and we have internal procedures for that.

In the event that such an incident occurs:

1. Follow the emergency procedures for your own agency or institution
2. Notify the Course Faculty immediately (or as soon as reasonably possible)
3. Document the incident in writing
4. Let us know if there is anything we can do to assist at your end or ours.

Appendix D - Sample PNP Acute Care Student Evaluation "Acute Care: Evaluation of Student by OHSU Faculty"

Professionalism Competencies

	No concern	Concerns
Arrives to clinical early or on-time	<input type="radio"/>	<input type="radio"/>
Communicates effectively with patients/caregivers	<input type="radio"/>	<input type="radio"/>
Collaborates effectively as a member of the interprofessional team	<input type="radio"/>	<input type="radio"/>
Demonstrates cultural sensitivity	<input type="radio"/>	<input type="radio"/>
Maintains professional behavior (e.g. language, dress)	<input type="radio"/>	<input type="radio"/>
Takes initiative in learning (e.g. uses resources without prompting)	<input type="radio"/>	<input type="radio"/>

2

Comments on professionalism:

Enter a response

Note to preceptors: This scale measures students in a developmental framework organized from less to more advanced (i.e. from novice to expert). You may be accustomed to using scales where the "higher" the score, the better, but this is not necessary here. Please answer honestly and openly.

Please use the scale below, when evaluating students:

Not Observed	1	2	3	4	5
Not observed	Student in observation role	Student executes adequately with <i>direct supervision and coaching</i>	Student executes this skill, in simple cases, with <i>indirect supervision</i>	Student executes this skill, in simple and complex cases, with <i>indirect supervision</i>	Student is entrusted to execute this skill <i>without any supervision</i>

► Response Required

	Not Observed	1	2	3	4	5
Obtains appropriate history based on chief complaint	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducts age-appropriate physical assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifies appropriate diagnostic labs and tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to distinguish "sick" from "not sick"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral presentation skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifies appropriate differential diagnoses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Forms an appropriate plan based on diagnosis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partners with families in planning care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Charts appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4

Please select No or Yes for the following items:

▶ Response Required

	No	Yes
Was the student able to incorporate your suggestions/critiques into their practice as the rotation progressed	<input type="radio"/>	<input type="radio"/>
I would want to work with this individual upon their graduation. If no, please explain in comments	<input type="radio"/>	<input type="radio"/>

5

Comments:

Enter a response

Appendix C - Sample PNP Primary Care Student Evaluation "Primary Care: Evaluation of Student by Preceptor"

Professionalism Competencies

	No concern	Concerns
Arrives to clinical early or on-time	<input type="radio"/>	<input type="radio"/>
Communicates effectively with patients/caregivers	<input type="radio"/>	<input type="radio"/>
Collaborates effectively as a member of the interprofessional team	<input type="radio"/>	<input type="radio"/>
Demonstrates cultural sensitivity	<input type="radio"/>	<input type="radio"/>
Maintains professional behavior (e.g. language, dress)	<input type="radio"/>	<input type="radio"/>
Takes initiative in learning (e.g. uses resources without prompting)	<input type="radio"/>	<input type="radio"/>

2

Comments on professionalism:

Enter a response

Note to preceptors: This scale measures students in a developmental framework organized from less to more advanced (i.e. from novice to expert). You may be accustomed to using scales where the "higher" the score, the better, but this is not necessary here. Please answer honestly and openly.

Please use the scale below, when evaluating students:

Not Observed	1	2	3	4	5
Not observed	Student in observation role	Student executes adequately with <i>direct supervision and coaching</i>	Student executes this skill, in simple cases, with <i>indirect supervision</i>	Student executes this skill, in simple and complex cases, with <i>indirect supervision</i>	Student is entrusted to execute this skill <i>without any supervision</i>

► Response Required

	Not Observed	1	2	3	4	5
Obtains appropriate history based on chief complaint	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducts age-appropriate physical assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifies appropriate diagnostic labs and tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates appropriate understanding of child development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral presentation skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifies appropriate differential diagnoses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Forms an appropriate plan based on diagnosis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partners with families in planning care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Charts appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4

Please select No or Yes for the following items:

▶ Response Required

	No	Yes
Was the student able to incorporate your suggestions/critiques into their practice as the rotation progressed	<input type="radio"/>	<input type="radio"/>
I would want to work with this individual upon their graduation. If no, please explain in comments	<input type="radio"/>	<input type="radio"/>

5

Comments:

Enter a response